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Unlocking the Potential of Nigerian Schools through Effective Parental Involvement

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Abstract

Education is pivotal to societal development and individual achievement, requiring cooperation among stakeholders, especially parents. This study investigates the role of parental involvement in promoting effective school administration in Lagos District IV, which includes Surulere, Mainland, and Apapa. A descriptive survey design was adopted, and data were collected from 132 respondents; students, teachers, school administrators, and parents, using structured questionnaires. Analysis through Pearson's Product Moment Correlation Coefficient revealed significant links between parental involvement and key aspects of school success, including student academic performance, discipline, and administrative effectiveness. The findings indicate that schools with active parental engagement benefit from improved governance, better student outcomes, and enhanced discipline. However, challenges such as socioeconomic constraints and poor communication hinder greater involvement. To address these, the study recommends implementing structured parental participation programs, increasing government support, and tackling cultural and linguistic barriers. Ultimately, the study underscores the critical role of parental engagement in driving effective school management and achieving improved educational outcomes, highlighting the need for collaborative strategies to overcome existing challenges and fully harness the potential of parental contributions.

Keywords: Parental involvement, school administration, academic performance, school governance, Nigeria, educational outcomes.

Introduction

Education serves as a cornerstone for societal advancement and individual success. However, achieving optimal educational outcomes is a collective responsibility that requires the active participation of parents, educators, and policymakers. Among these

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key stakeholders, parental engagement is increasingly recognized as a pivotal factor in enhancing student performance and improving school management.

Parental involvement, as defined by Epstein and Sheldon (2016), encompasses a wide range of activities that parents engage in to support their children's educational journey. These activities include offering both material and emotional support, as well as participating in school governance and events. The nature of the parent-child relationship is crucial in shaping a child's academic achievements and overall well-being.

The importance of parental involvement has garnered significant attention worldwide, with studies consistently highlighting its positive impact on both student outcomes and school governance. For instance, Harris and Goodall (2021) found that schools with high levels of parental engagement tend to experience better academic performance and more effective school management. The European Commission has underscored the importance of parental participation as a vital indicator of quality in education (Borgonovi & Montt, 2012). In countries such as the UK, policies have been implemented to encourage stronger parental involvement, including improved communication strategies, amplifying parental voices, and cultivating strong school-family partnerships (Desforges & Abouchaar, 2022).

Parental engagement has become a cornerstone of effective school administration, providing multiple benefits to educational institutions. It creates a collaborative atmosphere where schools and families join forces to meet shared goals. Harris and Goodall (2021) argue that this partnership not only boosts academic outcomes but also strengthens school governance. Parental involvement can be seen in various forms, such as active participation in Parent-Teacher Associations (PTAs), contributions to school resources, and engagement in decision-making processes. Schools that enjoy strong parental support typically benefit from better resource management, enhanced communication, and increased trust among stakeholders, all of which contribute to a more conducive learning environment and institutional growth.

In Nigeria, parental involvement has proven to be a key factor in improving educational standards. Oduolowu and Olowe (2020) highlight the significant role of PTAs in Lagos, where they help fund crucial projects, address infrastructure challenges, and support staff welfare. Additionally, Epstein and Sheldon's (2016) model of parental involvement emphasizes its role in bridging the gap between schools and their communities. By involving parents in administrative functions, schools can enhance transparency and mutual accountability, fostering a well-managed and disciplined learning environment. These findings underscore the idea that parental involvement is not just an added benefit, but a core component of effective school administration and the achievement of positive educational outcomes.

Beyond supporting student learning, parental involvement contributes to a collaborative governance framework that enhances school management. When parents are involved in decision-making processes, it promotes a more inclusive and transparent school culture, improving organizational efficiency (Shah, 2022). Parental participation

may take the form of active roles in PTAs, school boards, and committees focusing on areas like school development, safety, and resource allocation. Hoover-Dempsey et al. (2021) observe that schools that engage parents in administrative and policy decisions often experience better resource management and a more supportive school environment. Furthermore, parental involvement in governance roles ensures accountability, making sure that school decisions align with the community's educational objectives and values.

Another important aspect of parental engagement is its influence on the emotional atmosphere within schools. Parents who actively participate in school activities and collaborate with educators help foster a positive school culture characterized by respect, cooperation, and motivation (Wang & Sheikh-Khalil, 2020). Their involvement boosts teacher morale, as educators feel more supported and valued by the community. Baker et al. (2023) suggest that engaged parents can also reduce behavioral issues among students, contributing to a more favorable learning environment. Additionally, a positive emotional climate, reinforced by parental engagement, enhances students' social-emotional learning and strengthens the connection between home and school. In resource-constrained environments like Nigeria, parental support can be transformative by addressing infrastructure deficits, improving teacher welfare, and ensuring better school discipline (Adepoju & Omolara, 2022).

In the Nigerian context, the significance of parental involvement is evident through the active participation of Parent-Teacher Associations (PTAs), which have played a critical role in enhancing school facilities, recruiting additional staff, and promoting community involvement in school management. However, challenges such as socioeconomic disparities and communication barriers between parents and school administrators remain (Oduolowu & Olowe, 2020). This study explores the influence of parental involvement on effective school administration in Lagos Education District IV, Nigeria, examining how parental engagement impacts student performance, discipline, and overall school governance. This research is particularly relevant in Nigeria, where the education system faces significant challenges related to student outcomes, discipline, and management (Oni, 2020). Despite the recognized importance of parental involvement in educational improvement, there is limited research on its role in shaping school administration in Nigeria. This study aims to provide a comprehensive understanding by incorporating perspectives from both teachers and students, offering a holistic view of how parental involvement affects school management and the educational experience. Furthermore, the findings aim to contribute to the ongoing discourse on educational reforms in Nigeria, where community support for school activities is increasingly acknowledged as vital to the success of the education system (Babalola, 2020).

Literature Review

Parental engagement in education has long been identified as a significant contributor to student success. Studies consistently demonstrate that when parents actively participate in their children's education, students tend to perform better academically, show improved behavior, and develop higher aspirations (Jeynes, 2012). Additionally, parental involvement in school activities is often linked to greater student engagement and a heightened sense of belonging (Desforges & Abouchar, 2003). This involvement can manifest in various forms, such as attending Parent-Teacher Association (PTA) meetings, participating in school events, or contributing to decision-making processes related to school management. The degree of parental involvement frequently correlates with the perceived effectiveness of the school's management and the overall quality of the educational environment (Epstein, 2018).

Recent research has also explored the influence of parental participation on school discipline. According to Kim and Hill (2015), there is an inverse relationship between parental involvement and disciplinary problems in schools, with students whose parents are engaged in their education demonstrating better behavior and adherence to academic standards. Moreover, when parents participate in school activities, it fosters stronger connections between students, teachers, and school administrators, which contributes to a more positive and productive learning environment (Hill & Tyson, 2009). A strong partnership between home and school creates a unified approach to discipline, reinforcing academic expectations and behavioral standards.

The role of parents in shaping the school environment is also vital for effective school management. Cotton and Wikelund (2012) argue that schools with strong parental relationships tend to exhibit better organizational structures, higher teacher morale, and improved student outcomes. Parental involvement provides valuable feedback on the school's strengths and areas that need improvement, facilitating a more collaborative approach to addressing challenges. Schools that incorporate parental input into their decision-making processes are generally more responsive to the needs of the community, fostering greater trust and satisfaction among both parents and students (Henderson & Mapp, 2002).

This study seeks to expand on the existing literature by examining the relationship between parental involvement and school administration within the context of Nigerian education. With growing evidence that parental participation positively influences academic performance and school discipline (Ng, 2018), this research will offer valuable insights into how these factors intersect in Nigerian schools. By exploring the perspectives of both teachers and students on the role of parental involvement, this study aims to provide practical recommendations for enhancing school management through strengthened parent-school partnerships. The findings are particularly pertinent given the ongoing educational reforms in Nigeria, where addressing issues such as discipline, academic achievement, and effective management is crucial for achieving sustainable educational outcomes.

Statement of the Problem

While the importance of parental involvement in education is widely acknowledged, many Nigerian schools encounter difficulties related to insufficient parental engagement. Issues such as lack of monitoring of students' academic progress, limited participation in school activities, and various socioeconomic barriers contribute to this problem. This study seeks to investigate how parental involvement affect school administration in Lagos education District IV and identify strategies to enhance these relationships for better school management and improved student outcomes.

Purpose of the Study

This study seeks to explore how parental engagement influences the efficient management of schools in Lagos, Nigeria. The research is designed to specifically investigate how:

1. Determine if parental involvement affect students' academic performance.
2. Investigate the relationship between meeting children's needs and effective school management.
3. Assess the influence of parental involvement on school discipline.
4. Examine the extent to which schools incorporate parents in their administrative processes.

Research Questions

The following research questions will guide this study:

1. How do parental involvements affect the academic performance of students?
2. What is the relationship between parental involvement and school discipline?
3. To what extent do parental involvements influence effective school management?
4. How do schools in Lagos District IV incorporate parents into their administrative processes?

Hypotheses

The following hypotheses will be tested in this study:

1. There is no significant relationship between parental involvement and students' academic performance in senior secondary schools.
2. There is no significant relationship between parental involvement and discipline in the schools.
3. There is no substantial connection between parental participation and efficient school administration.
4. There is no incorporation of parents into the administrative processes of schools in Lagos District IV.

Methodology

This research employed a descriptive survey design to explore the connection between parental involvement and effective school management in Lagos, Nigeria. The descriptive survey approach was chosen for its ability to systematically gather and analyze participants' behaviors, attitudes, and opinions within their natural environments. This methodology enabled the researchers to identify relationships between the independent and dependent variables, while providing a thorough analysis of the research problem. The design was particularly fitting for this study, as it aimed to describe the current state of parental involvement and its impact on school administration, without manipulating the variables. Additionally, it allowed for the collection of quantitative data from a large sample, facilitating generalization of the results.

The study identified two primary categories of variables:

1. Independent variable. Parental involvement, which encompasses activities such as:
 - a. Participation in school events and functions
 - b. Support for students' academic needs
 - c. Engagement in school governance
 - d. Contributions to school development efforts
2. Dependent variables. These include:
 - a. Student academic performance. The impact of parental involvement on student outcomes.
 - b. School discipline. The relationship between parental engagement and school discipline.
 - c. Effective school administration. The influence of parental contributions to school decision-making, resource management, and support for school initiatives.

The study hypothesizes that stronger parental involvement will positively influence school administration, resulting in improved academic performance, enhanced discipline, and more effective school management. This conceptual framework is supported by existing literature (e.g., Epstein & Sheldon, 2016; Harris & Goodall, 2021), which highlights the importance of parental engagement for educational success.

The study's population included parents, teachers, school administrators, and students from public secondary schools in Lagos Education District IV, which comprises the local government areas of Surulere, Mainland, and Apapa, and includes 58 public junior and senior secondary schools.

A random sampling method was applied to select six public secondary schools, ensuring representation from each local government area. The sample included:

- Students: 90 participants, balanced by gender (56% female, 44% male).
- School Administrators: 12 principals and vice-principals.
- Teachers: Six subject teachers (English and Mathematics) from the selected schools.
- Parents: 24 parents involved in school-related activities.

Data were collected using a structured questionnaire designed for four groups of respondents: principals, teachers, parents, and students. The questionnaire was divided into two sections:

- Section A. Demographic information of participants.
- Section B. Fifteen items aimed at capturing perceptions of parental involvement and its effects on school administration.

The instrument underwent expert validation and was tested for reliability using the test-retest method, achieving a reliability coefficient of 0.71, indicating sufficient reliability.

To collect data on key variables such as socioeconomic background, parental involvement, student performance, teacher practices, and engagement, structured questionnaires were developed for each group. The parent questionnaire measured socioeconomic status (SES) based on education, occupation, and income, as well as parental involvement and satisfaction with the school environment. Likert scales and composite indices were used for operationalizing these concepts. The student survey focused on academic performance (self-reported grades), engagement in learning activities, and attitudes toward education, with responses aggregated into average scores or indices. Similarly, the teacher questionnaire assessed classroom practices, perceptions of student behavior, and academic support, with responses scored on Likert scales to create summary indices for each construct. Composite scores were calculated using weighting, averaging, and normalization techniques to ensure comparability across variables.

To ensure the reliability and validity of the instruments, pilot testing and internal consistency checks were conducted, with Cronbach's alpha values exceeding the 0.70 threshold. This rigorous approach to instrument development ensured that the scales accurately measured the constructs under investigation, allowing for in-depth analysis of the relationships among family background, school context, and student outcomes. The calculated indices facilitated comparisons between respondents, such as correlating parent responses with their child's academic performance and the corresponding teacher's classroom practices, providing a comprehensive view of how these factors interact.

The data collection process involved obtaining responses from three key stakeholders—parents, teachers, and students—from the same school. This approach was designed to ensure that the responses were aligned and correlated, allowing for a comprehensive understanding of the dynamics influencing student outcomes:

1. Parent responses. Each parent who participated was directly linked to their child in the school. A structured questionnaire collected data on the parents' socioeconomic background, their involvement in their child's education, and their perceptions of the school environment. Unique identifiers were used to link each parent's responses to their child's academic performance and behavior, ensuring a direct connection.

2. Student responses. Students completed surveys or assessments that measured their academic performance, attitudes toward learning, and engagement. These instruments were tailored to be age-appropriate and aligned with the study's objectives. Data from students were linked to their respective parents and teachers using a unique coding system to maintain the integrity of the correlations.

3. Teacher responses. Teachers provided data on their classroom practices, perceptions of student behavior, and observations of student academic progress. Teachers were asked to focus on individual students within their class, allowing their responses to be matched with the corresponding students and their parents.

To ensure that the data from parents, teachers, and students were connected, each student was assigned a unique code, which was also linked to their parent and the teacher responsible for their class. This system enabled direct correlation between:

- A parent's involvement and perceptions with their child's academic outcomes.
- A teacher's observations and classroom practices with the performance and attitudes of the students.

This structured approach facilitated a thorough analysis, ensuring that the data were comprehensive and reflective of the interactions and relationships among stakeholders within the same educational setting. By linking these data points, the study aimed to gain deeper insights into how parental, teacher, and student dynamics contribute to educational outcomes.

Data were analyzed using both descriptive and inferential statistics. Percentages were used to summarize demographic characteristics and responses to research questions, while Pearson's Product Moment Correlation Coefficient was employed to test the three hypotheses at a significance level of 0.05. This statistical method was chosen to assess the strength and direction of the relationship between parental involvement and the dependent variables.

The research design was carefully crafted to provide a solid framework for examining the influence of parental involvement on school administration. By utilizing a descriptive survey approach, the study ensured a comprehensive understanding of the relationships between parental engagement and key educational outcomes. The integration of validated instruments, rigorous sampling methods, and robust statistical analyses further enhanced the reliability and validity of the study's findings.

Results

Participants

Table 1

Distribution of Teachers According to Sex

| Sex | Frequency (N) | Percentage (%) |
|--------|---------------|----------------|
| Male | 10 | 42% |
| Female | 14 | 58% |
| Total | 24 | 100% |

Table 1 shows that the majority of the teachers are female (58%), while 42% of the teachers are male.

Table 2

Distribution of Parents According to Sex

| Sex | Frequency (N) | Percentage (%) |
|--------|---------------|----------------|
| Male | 5 | 28% |
| Female | 13 | 72% |
| Total | 18 | 100% |

Table 2 shows that the majority of the parents who responded to the questionnaire are female (72%), while only 28% of them are male.

Table 3

Distribution of Students According to Sex

| Sex | Frequency (N) | Percentage (%) |
|--------|---------------|----------------|
| Male | 40 | 44% |
| Female | 50 | 56% |
| Total | 90 | 100% |

Table 3 shows that the majority of the students are female (56%), while 44% of the students are male.

Table 4

Distribution of Teachers and Parents According to Age

| Age Group | Teachers (N) | Teacher Percentage (%) | Parents (N) | Parent Percentage (%) |
|------------|--------------|------------------------|-------------|-----------------------|
| 25-30 | 7 | 29% | 0 | 0% |
| 31-35 | 7 | 29% | 11 | 61% |
| 36-40 | 10 | 42% | 7 | 39% |
| 40 & Above | 0 | 0% | 0 | 0% |
| Total | 24 | 100% | 18 | 100% |

Table 4 shows the distribution of teachers and parents according to age. The majority of the teachers (42%) fall within the 36-40 age range, while most of the parents (61%) fall within the 31-35 age range.

Table 5

Distribution of teachers and Parents according to Marital Status

| Marital Status | Teacher | Percentage | Parent | Percentage |
|----------------|---------|------------|--------|------------|
| Single | 0 | 0 | 0 | 0 |
| Married | 24 | 100% | 18 | 100% |
| Total | 24 | 100% | 18 | 100% |

Table 5 revealed that all the teachers and parent were married and are still together.

Analysis of Research Questions**Research Question Four:** How the school does incorporate parents in it administration?**Table 6***Principal and Teachers Responses on parents' incorporation into administration*

| S/N | ITEMS | SA% | A% | D% | SD% | Total |
|-----|--|--------|--------|--------|------|----------|
| 11 | Parent's participation in the school activities enhances the school | 9(38) | 12(50) | 3(13) | 0(0) | 24(100) |
| 12 | Parental donation towards the school development promotes school administration. | 7(29) | 13(54) | 4(17) | 0(0) | 24(100) |
| 13 | Principal's leadership style determines parent's involvement in the school's administration. | 6(25) | 16(67) | 2(8) | 0(0) | 24(100) |
| 14 | Parent's involvement in the school administration boosts the morale of the students. | 7(29) | 15(63) | 2(8) | 0(0) | 24(100) |
| 15 | Parents are always enthusiastic in responding to solving their children's school challenges. | 4(17) | 13(54) | 7(27) | 0(0) | 24(100) |
| | | 33(28) | 69(58) | 18(15) | 0(0) | 120(100) |

Note: SA% (Strongly Agree): Percentage of respondents who strongly agree with the statement, A% (Agree): Percentage of respondents who agree with the statement, D% (Disagree): Percentage of respondents who disagree with the statement, SD% (Strongly Disagree): Percentage of respondents who strongly disagree with the statement

Table 7*Student Responses on parents' incorporation into administration*

| S/N | ITEMS | SA% | A% | D% | SD% | Total |
|-----|--|---------|---------|--------|--------|----------|
| 11 | My parents always attend PTA meetings | 38(42) | 37(41) | 9(9) | 7(8) | 90(100) |
| 12 | My parents always attend our school open day. | 30(33) | 44(49) | 9(10) | 7(8) | 90(100) |
| 13 | My parents donate generously to the school. | 16(18) | 13(14) | 35(39) | 26(29) | 90(100) |
| 14 | Attitude of my parents to the teacher affects me in the school | 7(8) | 9(10) | 29(32) | 45(50) | 90(100) |
| 15 | I am always happy when my parents visit my school. | 50(56) | 34(38) | 3(3) | 3(3) | 90(100) |
| | | 141(31) | 137(30) | 84(19) | 88(20) | 450(100) |

Note: SA% (Strongly Agree): Percentage of respondents who strongly agree with the statement, A% (Agree): Percentage of respondents who agree with the statement, D% (Disagree): Percentage of respondents who disagree with the statement, SD% (Strongly Disagree): Percentage of respondents who strongly disagree with the statement

Analysis of Hypotheses

1: There is no significant relationship between parental involvement and academic performance of students in school.

Table 8

Correlation Computation on the Relationship between Parental involvement and Academic Performance of Students

| Variable | Mean | df | P | r-cal | r-critical | Decision |
|----------------------|------|-----|------|-------|------------|----------|
| Parental involvement | 24.7 | 130 | 0.05 | 0.978 | 0.195 | Rejected |
| Academic performance | 37.2 | | | | | |

Note: Significant at 0.05, $df = (N-2) = (132-2) = 130$

The computed correlation coefficient (r) of 0.978 exceeds the critical table value of 0.195 at a 0.05 significance level. Consequently, the null hypothesis, which posited no significant relationship between parental involvement and students' academic performance in school, is rejected. This indicates a significant relationship exists between parental involvement and students' academic performance in school.

2: There is no significant relationship between parental involvement and discipline of a school

Table 9

Correlation Computation on the Relationship between Parental Involvement and Discipline

| Variable | Mean | df | P | r-cal | r-critical | Decision |
|----------------------|------|-----|------|-------|------------|----------|
| Parental involvement | 24.7 | 130 | 0.05 | 0.778 | 0.195 | Rejected |
| Discipline | 18.3 | | | | | |

Significant at 0.05, $df = (N-2) = (132-2) = 130$

As shown in Table 9, the Pearson product-moment correlation coefficient is 0.778, which surpasses the critical table value of 0.195 at a 0.05 significance level. Therefore, the null hypothesis asserting no significant relationship between parental involvement and school discipline is rejected. This indicates that a relationship exists between parental involvement and the discipline within schools.

3: There is no significant relationship between parental involvement and effective school management.

Table 10 reveals a Pearson product-moment correlation coefficient of 0.866, which exceeds the critical table value of 0.195 at the 0.05 significance level. Consequently, the null hypothesis, which suggested no significant relationship between parental involvement and effective school management, is rejected. This indicates a significant relationship exists between parental involvement and effective school management by principals.

Table 10

Correlation Computation on the Relationship between Parental Involvement and Effective School Management

| Variable | Mean | df | P | r-cal | r-critical | Decision |
|-----------------------------|------|-----|------|-------|------------|----------|
| Parental Involvement | 28.7 | | | | | |
| | | 130 | 0.05 | 0.866 | 0.195 | Rejected |
| Effective School Management | 26.5 | | | | | |

Note: Significant at 0.05, $df = (N-2) = (132-2) = 130$

This study investigated the relationship between parental involvement and effective school administration in public secondary schools within Lagos State, Nigeria. The findings, detailed in Table 10, reveal a strong and statistically significant correlation (Pearson correlation coefficient = 0.866) between parental involvement and effective school management, surpassing the critical value of 0.195 at a 0.05 significance level. Consequently, the null hypothesis, which stated that no significant relationship exists between these variables, was rejected. The results indicate that active parental involvement is strongly associated with the effective administration of schools.

Discussion

The study confirmed a significant positive relationship between parental involvement and school management, aligning with contemporary research. Current literature emphasizes that parental engagement not only improves student academic performance but also supports effective school governance and decision-making. For instance, researchers like Epstein (2018) and Goodall & Montgomery (2014) highlight that schools where parents are actively involved tend to have stronger governance structures and improved student outcomes.

This aligns with the earlier work of Mabasa & Themane (2002), who observed that principals and teachers often dominate school governing boards, leaving little room for parental input. However, the current study suggests that schools that engage parents meaningfully in decision-making processes experience better administrative outcomes.

Parental involvement also has direct implications for student behavior, as Oshungbohin (2001) noted in her study, where children from broken homes or those lacking parental guidance were more likely to exhibit behavioral issues such as drug addiction and violence. The findings from the current research further reinforce this by

showing that parental involvement contributes to both school discipline and overall academic achievement.

The research also highlights challenges such as parents' lack of confidence in participating in school governance due to language barriers or low educational qualifications (Karlsson, 2002). This suggests that schools need to provide resources and support to empower parents to actively engage in their children's education, fostering a more inclusive and effective school environment.

Conclusion

This research underscores the crucial role of parental involvement in improving school administration effectiveness in Nigeria. Evidence shows that parental engagement enhances student performance, discipline, and overall governance within schools. In Lagos District IV, schools that nurture strong relationships with parents are likely to experience better academic results and more effective management. Overcoming challenges to parental participation, such as socioeconomic inequalities and communication issues, is vital for fostering a more cooperative and supportive educational atmosphere.

The study illustrates that parental involvement is key to effective school management and student achievement. In schools where parents actively participate in governance and decision-making, students generally perform better, and the overall school environment is more favorable for learning. The findings reinforce the idea that successful school administration hinges on collaboration between educators, parents, and students.

However, the study also highlighted obstacles to parental involvement, such as low educational levels and language barriers, which need to be addressed in order to maximize the advantages of parental participation. Overcoming these challenges will require coordinated efforts from school leaders, teachers, and policymakers to cultivate more inclusive and supportive settings that encourage greater parental engagement.

Recommendations

Based on the findings of this research, the following recommendations are proposed to enhance school administration effectiveness and boost student outcomes through increased parental involvement in Lagos, Nigeria:

Enhance parent-teacher collaboration. Schools should create more consistent and structured opportunities for parents to engage in school activities, such as regular PTA meetings and school open days. This will improve communication between parents and teachers, fostering a stronger partnership in student development. Efforts should be made to increase parental participation in decision-making, with a focus on inclusive

leadership that encourages parents to play an active role in both academic and administrative functions.

Encourage parental support for school discipline. Considering the positive link between parental involvement and school discipline, schools should introduce initiatives that motivate parents to actively support discipline policies. These could include workshops or seminars educating parents on reinforcing school discipline at home and maintaining consistent expectations. Additionally, schools should provide regular updates to parents on their children's behavior and academic progress.

Incentivize parental contributions to school management. Schools should acknowledge and reward parents who actively contribute to the school's administration, whether through financial donations or volunteer work. Public recognition of these contributions will encourage greater involvement from other parents. Furthermore, school management should ensure that parents feel valued by involving them in governance and resolving school-related issues through feedback channels and advisory committees.

Develop programs for socioeconomically disadvantaged parents. To address the socioeconomic challenges that hinder parental involvement, schools should design specific initiatives that tackle these barriers. For instance, offering flexible meeting times and virtual participation options would make it easier for parents facing financial or logistical difficulties. Schools could also provide support services such as parenting workshops to guide parents on how to help their children succeed academically, even in challenging circumstances.

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